

School of Government

GOVT 502
STATE, ECONOMY AND SOCIETY
(15 Points)

Trimester 2 / 2016
(CRN 27107)

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Claudia Scott**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 11 July – 8 November, 2016

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 14 October 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Tuesday 12 July 2016	9.00am – 5.00pm
Module Two:	Tuesday 30 August 2016	9.00am – 5.00pm
Module Three:	Tuesday 18 October 2016	9.00am – 5.00pm

Locations: The first module of GOVT 522 will held at the Victoria University Kelburn Campus **in the Student Union Building (Room SU229)**. Modules 2 and 3 will be held at the Pipitea (downtown) campus and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables

Attendance is expected for all three modules of the course.

Course Delivery

This course is delivered in a modular format over three days each of which has 6 hours contact time (18 hours total) between 9.00am and 5.00pm, supplemented by 6 hours of other activities which include small group project work.

Group Work and Assessment

Assessments in this course will be done on an individual basis, apart from the group project and presentation. There will be activities during modules and between modules which will encourage student interaction and the sharing of ideas and experiences. The course includes some assessment for class participation. Participation in both individual and group work will be taken into account. An important part of your learning comes from interaction and engagement with others participants.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point course.

Prescription

This course considers social and economic trends and their influence on the functions and operation of government and the economy and examines market and government failure and other theories and frameworks for analysing public policy and management issues.

Course Learning Objectives (CLOs)

Students who pass this course should be able to:

1. Understand basic economic concepts and theories and their influence on public policy and management policies;
2. Describe and analyse social and economic trends and the role of government and the economy and their implications for public management and public policy practices;
3. Apply economic theories and observe their influence on policy objectives in different institutional environments and country contexts.

Course Content

Overview and Work Planner*

Description	Date
Module 1: State, Economy and Civil Society Policies for Funding Health Care in Different Countries Case Study: Financing Primary Health Care	12 July

Assessment 1: Blog: Introduce yourself briefly and discuss a public policy issue where there have been changes to the roles and relationships across government and the private and community sectors.	No later than 26 July
Assessment 2: Essay 1: Health Financing	7 August
Module 2: Public Private Partnerships Economics and Public Policy (3 sessions)	30 August
Assessment 3: Take Home Assignment (Economics and Policy)	23 September
Assessment 4: Group Project Report PPPs in Infrastructure, Social Services or Scenarios	10 October
Module 3 Group Presentations: PPPs: Infrastructure Group Presentations: PPPs: Social Services Group Presentations: 2050 Scenarios: State, Economy and Society	18 October
Assessment 5: Essay 2: (Poverty, Inequality and Redistribution)	8 November

*Further details on assessments will be discussed in class and additional information will be provided on Blackboard as required.

Topics for the twelve sessions over three modules are provided below.

Module 1 Tuesday 12 July, 2016

Session 1: Introduction: State, Economy and Society (Claudia Scott)
This session provides an introduction to the course and consider different roles which governments undertake and their influence on markets, the wider economy and society. Some trends will be observed in the roles and relationships between state, economy and society in the New Zealand and other country contexts.

Session 2: Public-Private Partnerships (Claudia Scott)
This session explores theories which have influenced the more wide-spread use of public-private partnerships with a focus on examples relating to infrastructure and service delivery.

Sessions 3: Policies for Financing Health Care in Different Countries (Jackie Cumming)
This session compares different roles for the public and private sectors in the financing of health care. Theories of market and government failure are applied to understand how different arrangements support specific policy goals and objectives.

Session 4: **Case Study: Financing Primary Health Care (Jackie Cumming)**
This session explore some different options for financing primary health care and the implications of alternative ways of financing primary health care for delivering specific goals and objectives and better health outcomes.

Module 2: **Tuesday 30 August, 2016**

Session 5: **Public-Private Partnerships in Service Delivery (Barbara Allen)**
This session looks at different policy options surrounding public-private partnerships and the role(s) of government and the private and community sectors in the areas of social services delivery.

Session 6-8: **Economics and Public Policy (Suzi Kerr)**
These three sessions will explore concepts and ideas surrounding markets, theories of market and government failure and their implications for the role of government and others in achieving public policy goals and objectives. These ideas will be explored through short case studies drawn from management of resources and environmental issues.

Module 3: **Tuesday 18 October, 2016**

Session 9: **Student Project Presentations: (Barbara Allen and Claudia Scott)**
This session will include short presentations from small (4-6 student) project teams on their findings regarding a specific public-private infrastructure or service delivery partnership in a developed or developing country context. The project presentation and report will link theory to practice and assesses the strengths and weaknesses of the public-private infrastructure or service delivery partnership including suggestions for improving its effectiveness and performance. Other participants will provide comments and pose questions to the project team.

Session 10: **Poverty, Inequality and Redistribution (Jonathan Boston)**
This session briefly examines ways of measuring governmental performance and societal progress. It then focuses specifically on the measurement of poverty and inequality, assesses their causes and consequences, and discusses recent controversies – both global and local – over what governments can and should do to alter distributional outcomes.

Session 11: **Student Project Presentations: (Barbara Allen and Claudia Scott)**
This session will include short presentations from small (4-6 student) project teams. Project topics will include public-private partnerships in infrastructure and service delivery and also scenarios for public partnerships in 2050.

Session 12: **Case Study of Poverty Alleviation: New Zealand and India (Jonathan Boston)**
This session provides a comparative analysis of governmental efforts to reduce poverty in New Zealand and India. It explores the nature and measurement of poverty, how policy options are shaped and constrained by the political,

economic and cultural context, the evolution of anti-poverty programmes over recent decades, and the relative effectiveness of various policy initiatives. Insights will be drawn from different philosophical and methodological perspectives including behavioural and institutional economics.

Readings

Required readings will be available to you through Blackboard. The readings for module 1 are available and other readings for sessions will be added as soon as possible.

Session 1: State, Economy and Society (Scott)

Required reading

United Nations (2015) World Economic Situation and Prospects in 2015 (skim)

World Economic Forum (2013) The Future of Civil Society (skim)

Phillips, S. and S. Rathgeb Smith (2014) A Dawn of convergence? Third sector policy regimes in the 'Anglo-Saxon cluster', *Public Management Review*

Tanzi, V. (2010) Part 1 'The Role of the State' in *Government versus Markets: The Changing Economic Role of the State*, Cambridge University Press

Session 2: Public-Private Partnerships (Scott)

Required reading

Bovaird, T. (2004) 'Public-Private Partnerships: From Contested Concept to Prevalent Practice,' *International Review of Administrative Sciences*, 7, 2(2004), 199-215.

Anthony E. Boardman, Carsten Greve & Graeme A. Hodge (2015) Comparative Analyses of Infrastructure Public-Private Partnerships, *Journal of Comparative Policy Analysis*, Vol. 17, No. 5, 441-447.

Further Reading

Sturgess, G. (2013) *Diversity and Contestability in the Public Service Economy* Report to the NSW Business Chamber

Session 3: Policies for Financing Health Care in Different Countries (Cumming)

Required reading

Barr, N. (2012) 'Health and health care', Ch 10 pp. 213-265 in Barr, N. (2012) *Economics of the Welfare State*, 5th edition. Oxford: Oxford University Press.

Cumming, J., McDonald, J., Barr, C., Martin, G., Gerring, Z., and Daubé, J. (2013). Section 3 in *New Zealand Health System Review*. World Health Organisation: Geneva.

Donaldson, C. Gerard, K. Jan, S., Mitton, V. and V. Wiseman, Methods of Funding Health Care, chapter 4 in *Economics of Health Care Financing: The Visible Hand*, 2nd edition, Basingstoke, Macmillan.

Scott, C. (2001) Glossary in *Public and Private Roles in Health systems: Reform Experience in Seven OECD Countries*, Buckingham, Open University Press.

Further Reading

Blumenthal, D., Abrams, M., & Nuzum, R. (2015). The Affordable Care Act at 5 Years. *N Engl J Med*, 372(25), 2451-2458. doi: 10.1056/NEJMhpr1503614

Gauld, R. (2009). *Revolving Doors*. 2nd Edition. Institute of Policy Studies and Health Services Research Centre.

Ministry of Health (2002) *Future Funding of Health and Disability Services*, Wellington.

Morgan, G. and Simmons, G. (2009) Health Cheque: the truth we should all know about New Zealand's public health system. Morgan Family Charitable Trust.

Squires, D. Anderson, C. (2015). *U.S. Health Care from a Global Perspective: Spending, Use of Services, Prices, and Health in 13 Countries*, The Commonwealth Fund, October 2015. <http://www.commonwealthfund.org/publications/issue-briefs/2015/oct/us-health-care-from-a-global-perspective>

Wikipedia. Health Care Finance in the United States of America
https://en.wikipedia.org/wiki/Health_care_finance_in_the_United_States

Session 4: Case Study: Financing Primary Health Care (Cumming)

Required reading

Brook, Robert H., Emmett B. Keeler, Kathleen N. Lohr, Joseph P. Newhouse, John E. Ware, William H. Rogers, Allyson Ross Davies, Cathy D. Sherbourne, George A. Goldberg, Patricia Camp, Caren Kamberg, Arleen Leibowitz, Joan Keesey and David Reboussin. *The Health Insurance Experiment: A Classic RAND Study Speaks to the Current Health Care Reform Debate*. Santa Monica, CA: RAND Corporation, 2006. http://www.rand.org/pubs/research_briefs/RB9174.html.

Cumming, J., McDonald, J., Barr, C., Martin, G., Gerring, Z., and Daubé, J. (2013). Sections 6 and 7 in *New Zealand Health System Review*. World Health Organisation: Geneva.

Donaldson, C. Gerard, K. Jan, S., Mitton, V. and V. Wiseman. (2005). Methods of Funding Health Care, chapter 4 in *Economics of Health Care Financing: The Visible Hand*, 2nd edition, Basingstoke, Macmillan.

Further Reading

Cumming, J., Mays, N. and Gribben B. (2008). Reforming Primary Health Care: Is New Zealand's Primary Health Care Strategy Achieving its Early Goals? *Australia New Zealand Health Policy*: 5: 24.

Cumming, J., and Mays, N. (2011). New Zealand's Primary Health Care Strategy: early effects of the new financing and payment system for general practice and future challenges. *Health Economics, Policy and Law*. 6:1-21.

Marshall, M. (2015). "A Precious Jewel — The Role of General Practice in the English NHS." *New England Journal of Medicine* 372(10): 893-897.

Ministry of Health. (2016). *New Zealand Health Strategy: Future Direction*. Wellington: Ministry of Health.

NZ Treasury. (2014). *Briefing to Incoming Minister: Health*. Wellington.

Websites (for assignment)

Asia-Pacific Observatory on Health Systems and Policies - http://www.wpro.who.int/asia_pacific_observatory/en/

Commonwealth Fund (USA) - <http://www.commonwealthfund.org/>

European Observatory on Health Systems - <http://www.euro.who.int/en/about-us/partners/observatory>

Session 5: Public-Private Partnerships in Service Delivery (Allen)

Required reading:

New Zealand Productivity Commission (2015) *More Effective Social Services, Final Report*, Wellington.

Office of the Auditor-General (2015) *Whanau Ora: The first four years*. Wellington.

Session 6: What is government for – some economists' views (Kerr)

Stiglitz, Joseph (2015) 'Defining Public Sector Responsibilities' pp. 1-23 in *Economics of the Public Sector* 4th edition W. W. Norton and Company, New York, USA.

Brown, C. V. and Jackson, P. M. (1992) 'Public versus private collective action' *Public Sector Economics* 4th Edition. Blackwell Publishers, Oxford, United Kingdom pp 5 – 8

Ostrom, Elinor (2000) 'Collective Action and the Evolution of Social Norms' *Journal of Economic Perspectives* 14(3) 137-158

Examples:

Deacon, Robert T. 'Achieving Efficient Coordination and Acceptance in Fishery Reform' RFF Weekly Policy Commentary June 29, 2009, pp. 1-4
<http://www.rff.org/blog/2009/achieving-efficient-coordination-and-acceptance-fishery-reform>

Session 7: The economic rationale for government: public goods and externalities (Kerr)

Stiglitz, Joseph (2015) 'Public Goods' pp 101-110 and 'Externalities and the Environment' pp. 129 – 138 in *Economics of the Public Sector* 4th edition W. W. Norton and Company, New York, USA.

Tietenberg, Tom and Lynne Lewis. 2012 'Fuel Taxes' and 'Congestion Pricing' in *Environmental & Natural Resource Economics*, 9th Edition, Prentice Hall, pp 460 - 463

Examples:

Pemberton, Josh and Suzi Kerr. 2013. "Value and Natural Capital: Examining the Economist's Perspective" Motu Note #14 Motu Economic and Public Policy Research, Wellington.

Ormsby, Judd and Suzi Kerr. 2015. 'A Few Lessons for Climate Change Action from the Literature on Cooperation and Behavioural Economics' Motu Note #17 Motu Economic and Public Policy Research

Session 8: Environmental markets (Kerr)

Tietenberg, Tom and Lynne Lewis. 2012 'Cost-Effective Policies for Uniformly Mixed Fund Pollutants' in *Environmental & Natural Resource Economics*, 9th Edition, Prentice Hall, pp 368 - 375

Examples:

Kerr, Suzi and Suzie Greenhalgh. 2015. 'The Taupo Nitrogen Market: The World's Only Diffuse Source Trading Programme' Motu Note #20, Motu Economic and Public Policy Research
<http://motu.nz/our-work/environment-and-resources/nutrient-trading-and-water-quality/the-taupo-nitrogen-market-the-worlds-only-diffuse-source-trading-programme/>

Session 9: Student Project Presentations (Facilitated by Allen & Scott)

Session 10: Poverty, Inequality and Redistribution (Boston)

(readings to be advised)

Session 11: Student Project Presentations (Facilitated by Allen & Scott)

Session 12: Case Study of Poverty Alleviation: New Zealand and India

(readings to be advised)

Assessment

For general information on assessment at VUW, please see the Assessment Handbook, which applies to all VUW courses:

see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf

There will be group project presentations in module 3 and a group project. During and between modules students will be encouraged to share ideas and experiences. Class participation and on-line work between modules will be assessed. Although most of the assessment will be done on an individual basis, an important part of your learning comes from your interaction and engagement with other participants.

There are six pieces of assessment for this course. Further details on the assignments is available on Blackboard

Assessment Items	Due Date	Format	%	CLOs
1 Class Blog 1	No later than 26 July	800 words	10	1, 2
2 Essay 1 (Health Financing)	7 August	1500 words	20	2, 3
3 Take home Assignment	23 September	Details regarding format and timing to be discussed and confirmed at module 2	20	1, 2
4 Project Report (15%) and Presentation (5%)	10 October 18 October	1500 words 8 minutes	20	2, 3
5 Essay 2 (Poverty, Inequality and Redistribution)	8 November	1500 words	20	2, 3
6 Class participation	Throughout the course		10	1, 2, 3

Assessment 1 (800 word blog) will require participants to introduce themselves and to comment on a trend relating to the interrelationships between state, economy and society in New Zealand or in another country with which they are familiar.

Assessment 2 will be a 1500 max word essay which applies economic and policy concepts to the analysis of alternative health financing arrangements and gives specific attention to primary health care. This assessment relates to the two sessions by Jackie Cumming on health care financing and primary health care and will consider the implication of different financing approaches for achieving specific policy goals and criteria.

Answer **ONE** of the following two questions:

1. Compare and contrast the current system of financing health care in New Zealand through general taxation with an approach that would involve a greater role for voluntary private health insurance, such as occurs in the United States of America. Explain the pros and cons of the two approaches in terms of policy criteria such as allocative and technical efficiency, expenditure containment, choice, equity of access to health care in relation to need, and equity in terms of reducing disparities in health outcomes. Draw on data and literature from New Zealand and the United States of America. (Note: The emphasis is on arrangements in the United States of American prior to the introduction of the Affordable Care Act (known as ‘Obamacare’) in 2010.)

OR

2. Compare and contrast the arrangements for financing primary health care in New Zealand in the 2010s with financing arrangements for primary health care in England. Explain the pros and cons of the two approaches in terms of policy criteria such as allocative and technical efficiency, expenditure containment, choice, equity of access to health care in relation to need,

and equity in terms of reducing disparities in health outcomes. Draw on data and literature from New Zealand and England in making these comparisons.

Assessment 3 will be a take-home open book assignment which will be completed by students between modules 2&3. The assignment will assess understanding of the material covered in sessions 6-8. Further details on the take-home assignment will be discussed at module 2.

Assessment 4 will be a group project where small groups (4-6 students) work together to analyse a *public-private infrastructure or service delivery partnerships* in specific country context. A third topic will be to selection a country /region and to put forward two different scenarios (relative to the status quo) regarding the roles and relationships of state, economy and society in 2050.

This project will be submitted before Module 3 and each project team will provide an 8 minute presentation on their topic at module 3. Following the presentation, other project teams will offer comments and pose questions. Further details on topics and requirements for the group project report and presentation will be discussed in class during module 1.

Assessment 5 will be an essay which applies various theories and concepts which relate to policy issues surrounding income distribution and poverty, redistribution, inequality and poverty alleviation in New Zealand and India. This assessment will relate to topics discussed in the two sessions delivered by Jonathan Boston.

Answer **ONE** of the following three questions:

1. Critically assess the strengths and weaknesses of THREE proposed policy measures for reducing inequality in developed countries. (e.g. increasing the statutory minimum wage, introducing a universal basic income, improving educational outcomes and boosting skills, providing a capital endowment to every citizen reaching adulthood, returning to a more progressive rate structure for personal income tax, substantially increasing welfare benefits, introducing a substantial universal child benefit, imposing more extensive wealth taxes and/or inheritance taxes, introducing measures to extend home ownership, etc.).

OR

2. According to the Harvard economist Martin Feldstein, policy-makers should focus on 'eliminating poverty and not on the overall distribution of income or the general extent of inequality' (American Economic Review, Vol 95, 2005). Critically assess the proposition that 'eliminating poverty' is a realistic goal of public policy and evaluate his assumption that 'the general extent of inequality' in a society is not very important for policy purposes.

OR

3. Should efforts to alleviate poverty focus mainly on the provision of (a) cash assistance or (b) non-cash assistance? In answering this question critically assess whether the level of a country's economic development has any bearing on the effectiveness of different forms of governmental assistance.

Assessment 6 involves class participation during modules.

Please submit ALL written assignments electronically to sog-assignments@vuw.ac.nz (please do not send pdf files). and post the class blog on Blackboard in Class Resources (top left) under Blog.

Students should keep a copy of all submitted work.

Note on Quality Assurance

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
	C-	50% - 54%	Adequate evidence of learning
Fail	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx. If in doubt, seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

Communication of Additional Information

Information will be communicated in class and via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Student Feedback

GOVT 502 is offered for the second time this year.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .
